

Mansfield Public Schools

Group Test Results

2010-2011

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MANSFIELD PUBLIC SCHOOLS
Group Test Results
2010-2011
Executive Summary

The purpose of this executive summary is to provide in a succinct manner the most salient points related to the Mansfield Public Schools Group Test Report.

- Group test results provide both individual scores and summary results, which serve both the individual, needs of students as well as provide district feedback on program effectiveness in selected curriculum areas.
- District testing in grades three, four, five, six, seven, and eight involves an extremely high percentage of all eligible students.
- Scientifically Research Based Intervention (SRBI) programs are implemented at each elementary school and the middle school based on data from both local and State assessments.
- To maximize student readiness, this is the seventh year of implementing an all day kindergarten program and the third year of expanding our preschool program enrollment.
- Connecticut Mastery Test Fourth Generation scores in grade three, four, five, six, seven, and eight indicate the following:
 - Participation rates on grade level tests are high (98.7%).
 - A substantial percentage of students achieved an advanced level score (26.2%-53.9%).
 - A low percentage of students achieved either a basic or below basic score (0% - 9.2%).
 - Approximately two thirds (65.5%) of all students reached or exceeded the state goal on all tests (62.3% - grade 3) (63.4% - grade 4) (68.3% - grade 5)(62.4% - grade 6) (64.3% - grade 7) (72.1% - grade 8)
 - District scores exceeded the state average in each grade and in each area tested.
 - Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
 - Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
 - Sub-group data regarding special education indicates that non-special education students consistently outscored special education students regardless of grade and/or subtest.
 - Sub-group data regarding socioeconomic status indicates students not receiving free/reduced lunch consistently outscored students receiving free/reduced lunch regardless of grade and/or subtest.
 - Sub-group data regarding gender indicates that in mathematics males scored higher in three grades with females scoring higher in the other three grades; females exceeded males in writing in all six of the grades tested; females exceeded males in four of six grades tested in reading; and in science, males scored higher in one grade and females scored higher in the other.
 - Sub-group data regarding ethnicity indicates a consistent pattern of achievement by grade level, but varied patterns of achievement between grade levels due to small number of students.
 - Matched scores which compare student performance on the Connecticut Mastery Test over two consecutive years indicate that most students maintain or increase their level of performance.

Connecticut Mastery Test - Fourth Generation Results 2010-2011

		MATHEMATICS		WRITING		READING		SCIENCE			
Gr.		# of Students	%	# of Students	%	# of Students	%	# of Students	%		
3	Advanced	68	52.3	35	27.3	34	26.2	N/A	N/A		
	Goal	42	32.3	58	45.3	60	46.2	N/A	N/A		
	Proficient	11	8.5	20	15.6	14	10.8	N/A	N/A		
	Basic	6	4.6	8	6.3	10	7.7	N/A	N/A		
	Below Basic	3	2.3	7	5.5	12	9.2	N/A	N/A		
	Total	130	100	128	100	130	100.1	N/A	N/A		
Percent of Change		+8.7	N/A		+12.8	N/A		+1.9	N/A	N/A	N/A
4	Advanced	57	43.5	48	36.6	35	26.9	N/A	N/A		
	Goal	48	36.6	51	38.9	63	48.5	N/A	N/A		
	Proficient	18	13.7	18	13.7	13	10.0	N/A	N/A		
	Basic	6	4.6	10	7.6	9	6.9	N/A	N/A		
	Below Basic	2	1.5	4	3.1	10	7.7	N/A	N/A		
	Total	131	99.9	131	99.9	130	100	N/A	N/A		
Percent of Change		-3.7	+4.2		-5.4	+15.7		-6.1	+4.9	N/A	N/A
5	Advanced	76	53.9	66	46.8	53	37.6	62	43.7		
	Goal	49	34.8	45	31.9	58	41.1	59	41.5		
	Proficient	12	8.5	24	17.0	15	10.6	17	12.0		
	Basic	3	2.1	5	3.5	6	4.3	2	1.4		
	Below Basic	1	0.7	1	0.7	9	6.4	2	1.4		
	Total	141	100	141	99.9	141	100	142	100		
Percent of Change		+7.2	+4.9		+1.5	-2.2		+11.8	-2.8	+7.1	N/A
6	Advanced	60	42.9	49	35.0	59	42.1	N/A	N/A		
	Goal	50	35.7	56	40.0	50	35.7	N/A	N/A		
	Proficient	23	16.4	26	18.6	17	12.1	N/A	N/A		
	Basic	5	3.6	5	3.6	10	7.1	N/A	N/A		
	Below Basic	2	1.4	4	2.9	4	2.9	N/A	N/A		
	Total	140	100	140	100.1	140	99.9	N/A	N/A		
Percent of Change		-0.8	-2.9		-4.6	-2.2		-5.8	+10.9		N/A
7	Advanced	62	43.7	61	42.7	60	42.9	N/A	N/A		
	Goal	47	33.1	47	32.9	55	39.3	N/A	N/A		
	Proficient	25	17.6	22	15.4	9	6.4	N/A	N/A		
	Basic	8	5.6	10	7.0	8	5.7	N/A	N/A		
	Below Basic	0	0.0	3	2.1	8	5.7	N/A	N/A		
	Total	142	100	143	100.1	140	100	N/A	N/A		
Percent of Change		-3.6	-2.6		-4.2	-3.2		-6.7	-1.4		N/A
8	Advanced	70	48.3	55	37.4	76	52.4	59	40.7		
	Goal	46	31.7	68	46.3	48	33.1	70	48.3		
	Proficient	17	11.7	12	8.2	5	3.4	7	4.8		
	Basic	6	4.1	3	2.0	4	2.8	3	2.1		
	Below Basic	6	4.1	9	6.1	12	8.3	6	4.1		
	Total	145	99.9	147	100	145	100	145	100		
Percent of Change		-1.2	-0.4		+2.2	+3.9		+1.3	-3.4	+4.8	N/A
* Percentage +/- changes from last year's students at a given grade to this year's students at that grade.					** Percentage +/- change from the same group of students from last year's test to this year's test.						

- The district has implemented a revised district assessment plan to include the specific assessment, purpose of the assessment, group to take the assessment, time of year taken, and number of times taken will take place given changes to the Connecticut Mastery Test and the development of Response to Intervention (RTI)/Scientific Research Based Intervention (SRBI) progress monitoring assessments.
- A district review of all aspects related to the Mathematics and Language Arts Programs and their alignment to the CMT 4th Generation and the Common Core State Standards (CCSS) will be conducted by district K-8 staff.
- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests, as well as state requirements, involving the use of online testing for selected subgroups of students on selected tests.
- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.
- Science teachers address the recommendations resulting from the program review during the 2010-2011 school year to include review the State of Connecticut grade level expectations in light of our K-8 scope and sequence in order to prepare students for a CMT science test which is administered in grades five and eight.
- A revised Language Arts Curriculum continues to be implemented this year which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives and will provide a transition to Common Core State Standards.
- A revised K-8 Mathematics Curriculum continues to be implemented this year, which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives and will provide a transition to Common Core State Standards.
- Building principals will develop, recommend, and implement additional supplemental programs for students not at goal in one or more areas in an effort to increase student confidence, motivation to learn and student achievement in the regular classroom, and in future assessments.
- Language Arts Consultant and Coaches will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Mathematics Consultant will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Literacy How Strategies will be implemented with all K, 1, 2, and 3 teachers to provide instructional strategies and formative assessments to assist both regular classroom teachers and support service staff on the identification and instruction of reluctant readers.
- Mansfield Middle School mathematics teachers will focus on a targeted number of Connecticut Mastery Objectives which a numbers of students have struggled.
- District will continue the development and use of a software product which will allow staff to review individual and group progress in Mathematics, Reading, and Writing for pk-8.

- Professional development time will be devoted to extending and strengthening staff knowledge and abilities regarding Tier I instruction, Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI), data teams, and Connecticut Accountability for Learning Initiative (CALI modules).
- The Connecticut State Department of Education's adoption of the Common Core State Standards (CCSS) in Language Arts and Mathematics will require revision of our current grade level objectives to insure that students are prepared for future state and/or national assessments.
- District and school level data teams will review formative, interim, and summative assessment data as it relates to both the Connecticut Mastery Test and the Common Core State Standards.

Students At/Above Goal Level on the Content Areas of Mathematics, Writing, Reading and Science

Current Grade	Tested Grade	0 #/%	1 #/%	2 #/%	All 3 #/%	All 4 #/%	Total Test Issues*	Total # of Students/% of Total
4	3 (130)	14/10.8	16/12.3	19/14.6	81/62.3	n/a	93	49/37.7
5	4 (131)	13/9.9	17/13.0	18/13.7	83/63.4	n/a	91	48/36.6
6	5 (142)	8/5.6	11/7.7	9/6.3	17/12.0	97/68.3	100	45/31.7
7	6 (141)	16/11.3	14/9.9	23/16.3	88/62.4	n/a	99	53/37.6
8	7 (143)	18/12.6	10/7.0	23/16.1	92/64.3	n/a	97	51/35.7
9	8 (147)	12/8.2	7/4.8	5/3.4	17/11.6	106/72.1	96	41/27.9

* Students needing to reach goal in one, two, or three subject areas.

2010-2011 GROUP TEST RESULTS

INTRODUCTION

As an introduction to the data presented in this report the reader should be aware of the purpose of this testing program and the ways in which scores are used.

INDIVIDUAL SCORES from these group tests are used in one or more of the following ways: (1) They are considered to be objective evidence of a child's achievement or non-achievement of basic skills. Scores are included in each child's permanent record, shared with the parents and student when requested as well as with other schools if the child moves from Mansfield; (2) Scores are used by Special Education, Title I, and Enrichment teachers to identify children who may be eligible for, or in need of, one of these programs; (3) Teachers use these results to identify instructional needs of their students. This is accomplished by reviewing an item analysis of the tests and analyzing the types of questions that children answered incorrectly; (4) To meet the requirement of P.A. 79-128 (Educational Evaluation and Remedial Assistance - EERA), test scores identify students who may require additional individual evaluations to determine the need for remedial instruction.

SUMMARY RESULTS for the entire population are utilized in a somewhat different way. These mean (average) scores are used to evaluate programs; to identify general population characteristics; and to make inter-district comparisons. The most important of these uses is program evaluation which is the logical first step in curriculum planning. An achievement test which covers various skill areas is valuable in judging the long term effectiveness of a curriculum. These group test results indicate whether or not we are teaching information and skills which, by consensus, should be taught and how effectively we are doing so.

These are the potentially beneficial uses of test results, however, we should not leave this discussion without considering some of the precautions necessary to avoid misuse. These scores should not be accepted as the only measure of achievement. This is true of group results as well as individual scores. Individual differences in children, school systems and test conditions can partially invalidate results. Decisions significantly affecting individual children or total school programs should not be based on test results alone. Test results should be considered as SOME evidence of achievement or non-achievement but not the ONLY evidence.

BACKGROUND

Since the early 1970's Mansfield students have taken a nationally standardized group achievement test each fall. Initially these tests were administered in grades 2, 4, 6 and 8. In 1985 this pattern of testing was altered by the introduction of a State Mandated Basic Skills Mastery Test for 4th graders. To avoid a duplication of testing during the 1985-86 school year the national achievement test was administered in grades 2, 3, 6 and 8 and the State Mastery Test in grade 4.

In 1986 the use of the State Mastery Test was extended to grades 6 and 8. Again, to avoid a duplication of effort Mansfield's group testing program was adjusted so that students took a nationally normed test in grades 2, 3, 5 and 7 and the State Mastery Test in grades 4, 6 and 8.

In 1990, a nationally normed test in grade 2 was replaced by a locally developed criterion referenced test. Other aspects of the testing program remained the same.

In the fall of 1993 students in grades 4, 6, and 8 were given the Connecticut Mastery Test - Second Generation.

Beginning in May 2000, the locally developed criterion reference test was administered to grade one students. This change eliminated the need for grade two testing in the fall.

In the fall of 2000, students in grade 4, 6, and 8 were given the Connecticut Mastery Test - Third Generation.

In the fall of 2002, students in grades 3, 5, and 7 were given the Off Level Connecticut Mastery Test replacing the Stanford Achievement Test. This was done for a total of three years in preparation for Connecticut Mastery Testing.

In March 2006, students in grades 3, 4, 5, 6, 7, and 8 were given the Connecticut Mastery Test - Fourth Generation.

In May 2006, the locally developed criterion test was made optional due to revisions made in our district Literacy Assessment Plan.

CONNECTICUT MASTERY TEST
TESTING PLAN AND PARTICIPATION RATE
During March 2011, the following tests were administered:

Grade	N	Test
Grade 3 (136)	130	Total Mathematics*
	128	Total Writing*
	133	Total Reading**
	0	Modified Assessment
	2	Skills Checklist
	1	Absent
	3	ELL Exempt
Grade 4 (132)	131	Total Mathematics
	131	Total Writing
	130	Total Reading
	1	Modified Assessment
	0	Skills Checklist
	0	Absent
	1	ELL Exempt
Grade 5 (146)	141	Total Mathematics
	141	Total Writing*
	141	Total Reading
	142	Total Science
	1	Modified Assessment
	2	Skills Checklist
	1	Absent
Grade 6 (150)	2	ELL Exempt
	140	Total Mathematics
	140	Total Writing
	140	Total Reading
	1	Modified Assessment
	1	Skills Checklist
	1	Absent
Grade 7 (144)	0	ELL Exempt
	142	Total Mathematic
	143	Total Writing
	140	Total Reading
	1	Modified Assessment
	3	Skills Checklist
	2	Absent
Grade 8 (143)	1	ELL Exempt
	145	Total Mathematics
	147	Total Writing
	145	Total Reading
	145	Total Science
	0	Modified Assessment
	1	Skills Checklist
	2	Absent
	1	ELL Exempt

* 1-No Valid Score ** 2-NoValid Score

At the time of testing, the total census for grades 3, 4, 5, 6, 7 and 8 was 841 students. Of this total, 8 students were English Language Learners Exempt and 7 students were absent for one or more tests. 826 (98%) children were included in the appropriate testing program. This total number of students tested represents 100% of the eligible population.

**Connecticut Mastery Test - Fourth Generation
Grades 3 and 4 by School**

Gr.		MATHEMATICS					WRITING					READING							
		# of Students/Percentage					# of Students/Percentage					# of Students/Percentage							
3	Advanced	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
	Goodwin	18/43.9	9/24.3	14/34.1	16/44.4	14/43.8	22/62.9	13/31.7	10/26.3	7/18.1	15/41.7	7/21.9	14/40.0	16/39.0	9/24.3	6/14.6	11/30.6	10/31.3	13/37.1
	Southeast	19/40.4	22/44.9	9/24.3	28/56.0	15/29.4	20/46.5	21/45.7	17/34.7	7/18.9	11/22.0	15/29.4	12/28.6	16/34.0	14/28.6	6/16.2	14/28.0	11/22.0	13/30.2
	Vinton	13/30.2	20/46.5	27/61.4	30/63.8	16/32.0	26/51.0	18/41.9	11/26.2	15/34.1	20/42.6	13/26.5	9/17.6	14/32.6	9/21.4	14/31.8	15/31.9	17/34.0	8/15.7
	Goal																		
	Goodwin	15/36.6	16/43.2	16/39.0	11/30.6	9/28.1	10/28.6	16/39.0	14/36.8	26/63.4	10/27.8	11/34.4	13/37.1	16/39.0	17/45.9	24/58.5	16/44.4	11/34.4	18/51.4
	Southeast	15/31.9	11/22.4	14/37.8	16/32.0	27/52.9	17/39.5	13/28.3	17/34.7	18/48.6	23/46.0	18/35.3	16/38.1	23/48.9	21/42.9	11/29.7	23/46.0	26/52.0	16/37.2
	Vinton	18/41.9	6/14.0	16/36.4	12/25.5	20/40.0	15/29.4	15/34.9	15/35.7	22/50.0	17/36.2	15/30.6	29/56.9	19/44.2	17/40.5	22/50.0	19/40.4	18/36.0	26/51.0
	Proficient																		
	Goodwin	3/7.3	9/24.3	5/12.2	5/13.9	6/18.8	1/2.9	7/17.1	7/18.4	5/12.2	6/16.7	6/18.8	5/14.3	2/4.9	7/18.9	3/7.3	2/5.6	2/6.3	2/5.7
	Southeast	8/17.0	11/22.4	8/21.6	5/10.0	4/7.8	4/9.3	7/15.2	10/20.4	10/27.0	11/22.0	11/21.6	8/19.0	6/12.8	3/6.1	10/27.0	5/10.0	4/8.0	4/9.3
	Vinton	6/14.0	13/30.2	1/2.3	5/10.6	6/12.0	6/11.8	5/11.6	8/19.0	6/13.6	7/14.9	15/30.6	7/13.7	3/7.0	8/19.0	4/9.1	5/10.6	8/16.0	8/15.7
	Basic																		
	Goodwin	2/4.9	1/2.7	4/9.8	2/5.6	2/6.3	2/5.7	3/7.3	7/18.4	3/7.3	4/11.1	6/18.8	2/5.7	4/9.8	1/2.7	3/7.3	1/2.8	4/12.5	0/0.0
	Southeast	3/6.4	4/8.2	2/5.4	1/2.0	3/5.9	1/2.3	5/10.9	3/6.1	2/5.4	5/10.0	3/59.9	5/11.9	0/0.0	6/12.2	4/10.8	4/8.0	5/10.0	6/14.0
	Vinton	2/4.7	2/4.7	0/0.0	0/0.0	5/10.0	3/5.9	3/7.0	6/14.3	1/2.3	3/6.4	3/6.1	1/2.0	4/9.3	2/4.8	1/2.3	4/8.5	0/0.0	4/7.8
	Below Basic																		
	Goodwin	3/7.3	2/5.4	2/4.9	2/5.6	1/3.1	0/0.0	2/4.9	0/0.0	0/0.0	1/2.8	2/6.3	1/2.9	3/7.3	3/8.1	5/12.2	6/16.7	5/15.6	2/5.7
	Southeast	2/4.3	1/2.0	4/10.8	0/0.0	2/3.9	1/2.3	0/0.0	2/4.1	0/0.0	0/0.0	4/7.8	1/2.4	2/4.3	5/10.2	6/16.2	4/8.0	4/8.0	4/9.3
	Vinton	4/9.3	2/4.7	0/0.0	0/0.0	3/6.0	1/2.0	2/4.7	2/4.8	0/0.0	0/0.0	3/6.1	5/9.8	3/7.0	6/14.3	3/6.8	4/8.5	7/14.0	5/9.8
4	Advanced																		
	Goodwin	11/26.8	20/47.6	11/27.5	15/39.5	21/61.8	15/51.7	9/22.0	18/42.9	11/28.2	9/23.7	13/38.2	12/41.4	19/46.3	20/47.6	12/30.8	12/31.6	10/29.4	13/44.8
	Southeast	13/32.5	15/27.8	14/29.2	12/33.3	16/33.3	13/26.5	16/40.0	20/37.7	18/38.3	7/17.9	18/37.5	8/16.7	11/27.5	19/35.2	11/23.4	7/19.4	10/20.8	16/32.7
	Vinton	14/28.0	18/38.3	19/43.2	27/58.7	33/68.8	29/55.8	18/36.0	17/36.2	16/36.4	17/36.2	20/40.8	15/28.8	12/24.0	15/31.9	12/27.3	17/37.0	18/37.5	19/36.5
	Goal																		
	Goodwin	21/51.2	13/31.0	18/45.0	14/36.8	8/23.5	8/27.6	22/53.7	16/38.1	16/41.0	19/50.0	12/35.3	10/34.4	13/31.7	12/28.6	14/35.9	18/47.4	20/58.8	9/31.0
	Southeast	18/45.0	29/53.7	18/37.5	14/38.9	21/43.8	22/44.9	20/50.0	23/43.4	20/42.6	18/46.2	23/47.9	27/56.3	22/55.0	26/48.1	21/44.7	16/44.4	29/60.4	18/36.7
	Vinton	19/38.0	19/40.4	12/27.3	18/39.1	10/20.8	18/34.6	14/28.0	15/35.7	14/31.8	22/46.8	20/40.8	25/48.1	23/46.0	19/40.4	19/43.2	21/45.7	19/39.6	24/46.2
	Proficient																		
	Goodwin	4/9.8	2/4.8	7/17.5	6/15.8	3/8.8	5/17.2	6/14.6	2/4.8	10/25.6	9/23.7	6/17.6	3/10.3	3/7.3	4/9.5	7/17.9	4/10.5	2/5.9	5/17.2
	Southeast	7/17.5	9/16.7	4/8.3	5/13.9	9/18.8	9/18.4	2/5.0	8/15.1	5/10.6	11/28.2	5/10.4	6/12.5	6/15.0	6/11.1	6/12.8	10/27.8	5/10.4	7/14.3
	Vinton	13/26.0	4/8.5	11/25.0	0/0.0	3/6.3	3/5.8	12/24.0	8/17.0	11/25.0	6/12.8	8/16.3	4/7.7	4/8.0	5/10.6	3/6.8	4/8.7	4/8.3	6/11.5
	Basic																		
	Goodwin	1/2.4	3/7.1	2/5.0	2/5.3	2/5.9	1/3.4	1/2.4	2/4.8	2/5.1	0/0.0	3/8.8	2/6.9	2/4.9	2/4.8	3/7.7	3/7.9	1/2.9	2/6.9
	Southeast	1/2.5	0/0.0	11/22.9	5/13.9	2/4.2	4/8.2	0/0.0	1/1.9	4/8.5	3/7.7	2/4.2	4/8.3	1/2.5	1/1.9	2/4.3	1/2.8	0/0.0	6/12.2
	Vinton	4/8.0	5/10.6	2/4.5	1/2.2	0/0.0	1/1.9	6/12.0	3/6.4	3/6.8	2/4.3	0/0.0	3/5.8	5/10.0	1/2.1	6/13.6	3/6.5	5/10.4	2/3.8
	Below Basic																		
	Goodwin	4/9.8	4/9.5	2/5.0	1/2.6	0/0.0	0/0.0	3/7.3	4/9.5	0/0.0	1/2.6	0/0.0	2/6.9	4/9.8	4/9.5	3/7.7	1/2.6	1/2.9	0/0.0
	Southeast	1/2.5	1/1.9	1/2.1	0/0.0	0/0.0	1/2.0	2/5.0	1/1.9	0/0.0	0/0.0	0/0.0	3/6.3	0/0.0	2/3.7	7/14.9	2/5.6	4/8.3	2/4.1
	Vinton	0/0.0	1/2.1	0/0.0	0/0.0	2/4.2	1/1.9	0/0.0	2/4.3	0/0.0	0/0.0	1/2.0	5/9.6	6/12.0	7/14.9	4/9.1	1/2.2	2/4.2	1/1.9

**Connecticut Mastery Test - Fourth Generation/
Grades 5 - 8**

Grades 5 - 8																																										
Mathematics											Writing											Reading											Science									
# of Students/Percentage											# of Students/Percentage											# of Students/Percentage											# of Students/Percentage									
Gr	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011						
5	Advanced	47/31.8	41/30.8	66/46.8	49/36.0	48/35.6	76/53.9	50/33.8	62/44.9	56/40.9	53/39.0	66/46.8	51/34.5	37/27.8	40/28.4	32/23.4	10/29.4	53/37.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Goal	58/39.2	55/41.4	49/34.8	48/35.3	62/45.9	49/34.8	57/38.5	49/36.8	54/39.1	43/31.4	52/38.2	45/31.9	60/40.5	59/44.4	69/48.9	69/50.4	51/37.5	58/41.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Proficient	27/18.2	23/17.3	13/9.2	22/16.2	18/13.3	12/8.5	20/13.5	22/16.5	15/10.9	23/16.8	24/17.0	11/7.4	14/9.0	16/11.3	11/7.3	11/7.3	22/16.2	15/10.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Basic	9/6.1	10/7.5	8/5.7	14/10.3	4/3.0	3/2.1	12/8.1	6/4.5	4/2.9	12/8.8	6/4.4	5/3.5	11/7.4	8/6.0	5/3.5	10/7.3	6/4.4	6/4.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Below Basic	7/4.7	4/2.6	5/3.5	3/2.2	3/2.2	10/7.7	9/6.1	6/4.5	3/2.2	3/2.2	2/1.5	10/7.7	15/10.1	17/12.8	11/7.8	15/10.9	17/12.5	9/6.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Total # Students	148	133	141	136	135	141	148	133	138	137	141	148	133	141	137	136	141	141	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
6	Advanced	33/24.3	64/41.8	47/34.6	65/46.1	58/39.7	60/43.2	47/34.6	46/29.9	29/21.3	48/34.3	49/35.3	54/39.7	58/37.7	48/35.6	54/38.6	60/41.1	59/42.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Goal	70/51.5	50/32.7	56/41.2	48/34.0	58/39.7	50/36.0	52/38.2	58/37.7	63/46.3	61/43.6	66/45.2	16/41.2	60/39.6	58/43.0	66/47.1	62/42.5	50/36.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Proficient	17/12.5	28/18.3	21/15.4	17/12.1	23/15.8	23/16.5	22/16.2	33/21.4	26/19.1	18/12.9	24/16.4	26/18.7	8/5.9	17/11.0	11/8.1	32.1	13/8.9	17/12.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Basic	13/9.6	7/4.6	5/3.7	6/4.3	5/3.4	5/3.6	11/8.1	12/7.8	10/7.4	7/5.0	3/2.1	5/3.6	7/5.1	8/5.2	9/6.7	5/3.6	4/2.7	10/702	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Below Basic	3/2.2	4/2.6	7/5.1	5/3.5	2/1.4	1/0.7	4/2.9	5/3.2	8/5.9	6/4.3	4/2.7	11/8.1	10/6.5	9/6.7	12/8.6	7/4.8	3/2.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Total # Students	136	153	136	141	146	139	136	153	136	140	146	136	153	135	140	146	139	139	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
7	Advanced	68/41.0	50/35.2	70/44.3	57/42.9	75/52.4	62/43.7	77/45.8	56/39.4	73/47.2	54/39.7	68/47.6	79/47.6	65/46.1	81/51.6	54/40.6	70/49.0	60/42.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Goal	57/34.3	64/45.1	56/35.4	48/36.1	40/28.0	47/33.1	52/31.0	54/38.0	50/31.4	56/41.2	46/32.2	47/32.9	54/32.5	56/39.7	54/34.4	62/46.6	57/39.9	55/39.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Proficient	21/12.7	17/12.0	26/16.5	20/15.0	19/13.3	25/17.6	17/10.1	20/14.1	18/11.3	12/8.8	17/11.9	22/15.4	11/6.6	5/3.5	6/3.8	7/5.3	2/1.4	9/6.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Basic	7/4.2	6/4.2	3/1.9	7/5.3	4/2.8	8/5.6	13/7.7	7/4.9	10/6.3	6/4.4	6/4.2	5/3.0	7/5.0	6/3.8	5/3.8	8/5.6	8/5.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Below Basic	13/7.8	5/3.5	3/1.9	1/0.8	5/3.5	0/0.0	9/5.4	5/3.5	6/3.8	6/4.2	3/2.1	17/10.2	8/5.7	10/6.4	5/3.8	6/4.2	8/5.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Total # Students	166	142	158	133	143	142	168	142	159	136	143	143	166	141	57	133	143	140	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
8	Advanced	75/46.9	74/43.8	45/30.2	63/39.4	57/41.3	70/48.6	68/42.8	73/43.2	45/30.2	84/52.5	57/41.0	77/47.8	80/47.1	58/31.9	75/47.2	61/43.9	76/52.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Goal	55/34.4	61/36.1	66/44.3	68/42.5	55/39.9	46/31.9	64/40.3	59/34.9	72/48.3	55/34.4	58/41.7	64/39.8	63/37.1	77/45.0	63/39.6	56/40.3	48/33.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Proficient	23/14.4	17/10.1	24/16.1	20/12.5	20/14.5	17/11.8	19/11.9	21/12.4	16/10.7	12/7.5	10/7.2	12/8.2	9/5.6	8/5.4	8/5.0	11/7.9	5/3.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Basic	5/3.1	6/3.6	9/6.0	5/3.1	2/1.4	5/3.5	4/2.5	11/6.5	8/5.4	7/4.4	9/6.5	3/2.1	2/1.2	5/3.4	6/3.8	4/2.9	4/2.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Below Basic	2/1.3	11/6.5	5/3.4	4/2.5	4/2.9	6/4.2	4/2.5	5/3.0	8/5.4	2/1.3	5/3.6	8/5.5	9/5.6	11/7.4	7/4.4	7/5.0	11/7.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Total # Students	160	169	159	160	138	144	159	169	149	160	139	146	161	170	149	139	144	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A					

PURPOSE OF THE CMT INTERPRETIVE GUIDE

The *Connecticut Mastery Test (CMT) Interpretive Guide* is designed to help students, parents, educators, the general public, and members of the media understand and explain the results of the CMT. This guide provides interpretation rules to consider when analyzing CMT data and information about making valid comparisons of student performance.

Sample paper reports (e.g., Individual Student Report, School Diagnostic Report) are included in this guide. A complete list of paper reports provided to each school district is located on page 78.

CMT results are also available on the Connecticut CMT Online Reports Web site (www.ctreports.com). The Public Summary Performance Reports site provides school district personnel and the general public access to state, district, and school performance results. The data can be disaggregated by gender, ethnicity/race, free/reduced meal, special education, and English language learner (ELL) status. The Individual Student Performance Reports site is password protected and provides school district users access to individual student performance results.

The CMT is only one indicator of student performance. CMT results should be used along with other information, such as class work and other tests, when making educational decisions.

Additional information about the CMT is available through the Student Assessment link on the Connecticut State Department of Education (CSDE) Web site (www.ct.gov/sde). General questions about the CMT should be directed to the Student Assessment Office at 860-713-6860.

Specific questions about individual student results should be directed to local school personnel.

THE TESTS

Connecticut General Statutes (Section 10-14n) mandate that the State Board of Education shall administer an annual statewide mastery test to all public school students enrolled in Grades 3 through 8. Students are assessed in reading, writing, mathematics, and science (Grades 5 and 8). The purpose of the CMT is to provide for a statewide evaluation of student performance and to ensure that students' academic strengths and weaknesses are identified.

THE STANDARD CMT

The standard CMT assesses essential reading, writing, mathematics, and science (Grades 5 and 8) skills. The content included in the CMT was reviewed and revised by content consultants and committees of educators from across the state. Pilot tests were administered during the years prior to actual test form construction. The tests focus on the following skills and strands:

The **Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands that align with the content and performance standards delineated in the *Pre-K - 8 Connecticut Mathematics Curriculum Standards*. Students respond to multiple choice, grid-in (Grades 5 – 8 only) and open-ended test items. Additional information about the Mathematics test is available in the *CMT Mathematics Handbook*.

The **Science** test is administered in Grades 5 and 8. The test assesses science knowledge and abilities described in the *2004 Core Science Curriculum Framework*. The Grade 5 test includes expected performances and inquiry standards for Grades 3, 4, and 5. The Grade 8 test includes expected performances and inquiry standards for Grades 6, 7, and 8. Students respond to multiple-choice and open-ended test items. Additional information about the Science test is available in the *CMT Science Handbook* and the *CMT Science Test Format*.

The **Reading** test is comprised of three test sessions, the **Degrees of Reading Power® (DRP)** and two test sessions of **Reading Comprehension**. The DRP is a holistic, multiple-choice measure of reading ability. This test measures a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and open-ended questions after reading each passage.

The **Writing** test is comprised of two test sessions, the **Direct Assessment of Writing (DAW)** and **Editing & Revising**. The DAW test session requires students to write a response to a prompt. The DAW assesses how well students can communicate written ideas in a coherent, elaborated, and organized way. The Editing & Revising test session is a multiple-choice test that measures the writing process. Students are provided with scenarios and rough drafts followed by sets of questions.

The Reading and Writing tests draw from content and performance standards delineated in the *Pre-K - 8 Connecticut English Language Arts Curriculum Standards*. Additional information about the Reading and Writing tests are available in the *CMT Language Arts Handbook*.

THE CMT MODIFIED ASSESSMENT SYSTEM (MAS)

The CMT Modified Assessment System (MAS) is a modified assessment designed to be more appropriate for those special education students whose disability would preclude them during a given school year, from achieving grade-level proficiency on the standard CMT. The student's Individualized Education Program (IEP) team determines if a student meets the eligibility criteria to be assessed with the CMT MAS in mathematics and/or reading. Students who are administered the CMT MAS in mathematics and/or reading participate in the standard grade-level CMT for all other content areas. Additional information about the CMT MAS is available on the [CSDE Web site](#).

The **MAS Mathematics** test is administered in two test sessions in Grades 3 and 4, and in three test sessions in Grades 5 through 8. The test draws from 25 content strands which are represented and aligned with the content and performance standards delineated in the *Pre-K - 8 Connecticut Mathematics Curriculum Standards*. The CMT MAS Mathematics test includes multiple-choice and a limited number of open-ended questions. The test question formats are similar to those on the standard Mathematics test with modifications such as more accessible presentation of text and graphics, embedded graphic organizers, and scaffolding of multi-step problems.

The **MAS Reading** test is comprised of three test sessions, the **MAS Degrees of Reading Power® (DRP)** and two test sessions of **MAS Reading Comprehension**. The MAS DRP is a holistic, multiple-choice measure of reading ability. This test is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty. The test is similar to the standard DRP with the modifications of more accessible presentation of text, a combination of shortened and full length DRP passages, and four answer choices rather than five. The MAS Reading Comprehension test sessions consist of narrative and informational passages on a variety of topics. Students respond to multiple-choice and a limited number of open-ended questions after reading each passage. The test question formats are similar to those on the standard Reading Comprehension test with modifications such as more accessible presentation of text and embedded scaffolding within questions.

THE CMT SKILLS CHECKLIST

The CMT Skills Checklist is an alternate assessment designed for students with significant cognitive impairments. The student's Individualized Education Program (IEP) team must determine that the student meets ALL of the following criteria to be assessed with the CMT Skills Checklist:

1. The student has a significant cognitive disability;
2. The student requires intensive individualized instruction to acquire, maintain, or generalize skills that students without disabilities typically develop outside of a school setting;
3. The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school, and community, and
4. The student's instructional program includes participation in the general education curriculum to the extent appropriate and may also include a functional and life skills component.

The CMT Skills Checklist is used to assess academic skills in language arts, mathematics, and science (Grades 5 and 8). The academic skills sections of the CMT Skills Checklist corresponds to grade-level performance standards and specific expected performance statements that are found in the Connecticut curriculum frameworks.

The CMT Skills Checklist includes Access Skills that are rated on the following:

- Communication (Receptive, Expressive, and Social Interactive Communication)
- Basic Literacy
- Quantitative (Basic Spatial Relationships)

Additional information about the CMT Skills Checklist is available through the Student Assessment link on the CSDE Web site.

THE SCORES (Standard and MAS)

Each student who completes the CMT (standard and MAS) receives a total scale score for each content area. Scale scores are based on the raw scores (i.e., number of points earned). These raw scores are converted to scale scores to ensure accurate comparisons of student performance across different forms of the test by adjusting for slight differences in difficulty between test forms. Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the test form. For example, if a student receives a scale score of 270 on one form of the test and another student earns a 270 on a later form of the same test, the scaling process ensures that both scores represent the same level of performance. Based on this, scale scores are especially suitable for comparing the performance of **different** groups of students in the same grade from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across forms in a given content area within the same grade, they are **not** comparable across content areas or grades. For instance, a scale score on the Mathematics test should not be compared with a scale score on the Reading test, nor should a scale score on a Grade 3 test be compared with a scale score on a Grade 4 test. See page 20 for additional information about analyzing CMT scores.

MATHEMATICS (Standard and MAS)

A total mathematics scale score ranging from 100 to 400 is reported. A total mathematics raw score is reported as well as a score relative to the mastery criteria for each tested content strand.

SCIENCE

A total science scale score ranging from 100 to 400 is reported. A total science raw score is reported for each content strand and dimension. There are no established mastery criteria for this test.

READING (Standard and MAS)

A total reading scale score ranging from 100 to 400 is based on a combination of scores from two reading tests, the Degrees of Reading Power® (DRP) and Reading Comprehension. A DRP unit score is reported, as well as a score relative to the mastery criteria for the four Reading Comprehension content strands. Each test accounts for 50% of the total reading scale score.

WRITING

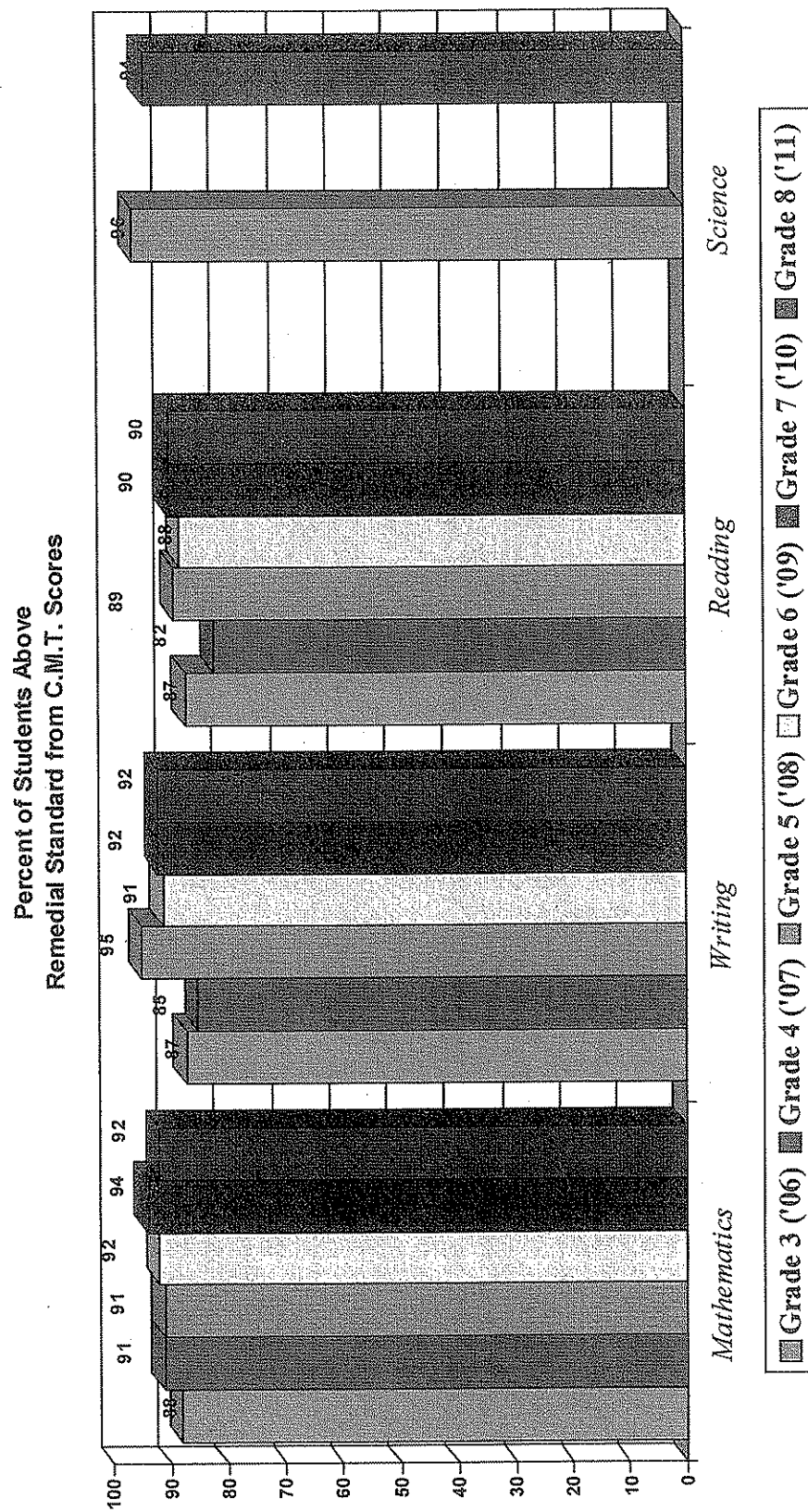
A total writing scale score ranging from 100 to 400 is based on a combination of scores from two writing tests, the Direct Assessment of Writing (DAW) and Editing & Revising. A DAW holistic score that ranges from 2 to 12 is reported. A student may receive an NS, non-scorable, if the written response is:

- (1) A copy of the prompt
- (2) Written in a language other than English
- (3) Too brief to score
- (4) Illegible
- (5) Written about something other than the topic indicated by the prompt

A score relative to the mastery criteria for the two Editing & Revising content strands is also reported. The DAW accounts for 60% and Editing & Revising accounts for 40% of the total writing scale score.

Detailed information regarding the calculation of scale scores is available in the 2011 CMT Score Conversion Tables/Technical Bulletin available on the CSDE Web site (www.ct.gov/sde).

TABLE 1
MANSFIELD MIDDLE SCHOOL
CLASS OF 2011



Matched Comparison: All Performance Levels
Mansfield, Grade 3, 2010; Grade 4, 2011

☐ Mathematics - Number Matched

Grade 3, 2010	Grade 4, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	2	1	2	0	0	5
Basic	0	3	1	2	1	7
Proficient	0	0	5	8	1	14
Goal	0	0	7	29	17	53
Advanced	0	0	1	5	24	40
Total	2	4	16	44	53	119

☐ Reading - Number Matched

Grade 3, 2010	Grade 4, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	4	4	2	2	0	12
Basic	2	1	3	1	0	7
Proficient	0	2	3	7	0	12
Goal	1	1	3	39	8	52
Advanced	0	0	0	10	25	35
Total	7	8	11	59	33	118

☐ Writing - Number Matched

Grade 3, 2010	Grade 4, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	1	3	1	2	0	7
Basic	0	2	5	2	0	9
Proficient	2	2	5	18	1	28
Goal	0	2	1	21	18	42
Advanced	0	0	0	5	27	32
Total	3	9	12	48	46	118

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.

Matched Comparison: All Performance Levels
Mansfield, Grade 4, 2010; Grade 5, 2011

☐ Mathematics - Number Matched

Grade 4, 2010	Grade 5, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	1	0	0	0	1
Basic	1	1	2	0	0	4
Proficient	0	1	5	8	0	14
Goal	0	0	2	27	9	38
Advanced	0	0	0	8	62	70
Total	1	3	9	43	71	127

☐ Reading - Number Matched

Grade 4, 2010	Grade 5, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	3	1	2	0	0	6
Basic	3	1	2	0	0	6
Proficient	1	0	5	5	0	11
Goal	0	1	3	45	18	67
Advanced	0	0	0	5	33	38
Total	7	3	12	55	51	128

☐ Writing - Number Matched

Grade 4, 2010	Grade 5, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	0	0	0	0	0
Basic	0	4	1	0	0	5
Proficient	0	1	7	7	3	18
Goal	0	0	8	25	20	53
Advanced	0	0	1	10	40	51
Total	0	5	17	42	63	127

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.

Matched Comparison: All Performance Levels
Mansfield, Grade 5, 2010; Grade 6, 2011

☐ Mathematics - Number Matched

Grade 5, 2010	Grade 6, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	1	2	0	0	0	3
Basic	0	0	3	0	0	3
Proficient	0	3	7	6	0	16
Goal	0	0	6	37	13	56
Advanced	0	0	0	3	44	47
Total	1	5	16	46	57	125

☐ Reading - Number Matched

Grade 5, 2010	Grade 6, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	1	3	5	2	0	14
Basic	0	0	3	2	0	5
Proficient	0	1	5	13	1	20
Goal	0	4	2	22	20	48
Advanced	0	0	0	4	35	39
Total	4	8	15	43	56	126

☐ Writing - Number Matched

Grade 5, 2010	Grade 6, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	0	1	0	0	1
Basic	3	1	2	0	0	6
Proficient	1	1	9	7	2	20
Goal	0	1	9	29	10	49
Advanced	0	0	1	13	36	50
Total	4	3	22	49	48	126

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.

Matched Comparison: All Performance Levels
Mansfield, Grade 6, 2010; Grade 7, 2011

☐ Mathematics - Number Matched

Grade 6, 2010	Grade 7, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	1	1	0	0	2
Basic	0	2	2	0	0	4
Proficient	0	3	11	5	0	19
Goal	0	0	9	33	9	51
Advanced	0	0	0	7	50	57
Total	0	6	23	45	59	133

☐ Reading - Number Matched

Grade 6, 2010	Grade 7, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	3	3	0	0	0	6
Basic	2	1	0	0	0	3
Proficient	0	1	5	5	0	11
Goal	2	3	2	40	7	54
Advanced	0	0	0	8	49	57
Total	7	8	7	53	56	131

☐ Writing - Number Matched

Grade 6, 2010	Grade 7, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	0	1	1	1	0	3
Basic	1	1	1	0	0	3
Proficient	0	6	9	5	1	21
Goal	1	1	10	30	17	59
Advanced	0	0	0	9	38	47
Total	2	9	21	45	56	133

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.

Matched Comparison: All Performance Levels
Mansfield, Grade 7, 2010; Grade 8, 2011

☐ Mathematics - Number Matched

Grade 7, 2010	Grade 8, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	3	2	0	0	0	5
Basic	1	3	0	0	0	4
Proficient	0	1	11	5	0	17
Goal	0	0	4	24	9	37
Advanced	0	0	1	12	58	71
Total	4	6	16	41	67	134

☐ Reading - Number Matched

Grade 7, 2010	Grade 8, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	6	0	0	0	0	6
Basic	3	2	1	1	0	7
Proficient	1	0	1	0	0	2
Goal	0		2	38	9	50
Advanced	0	0	1	6	62	69
Total	10	3	5	45	71	134

☐ Writing - Number Matched

Grade 7, 2010	Grade 8, 2011					Total
	Below Basic	Basic	Proficient	Goal	Advanced	
Below Basic	6	0	0	0	0	6
Basic	1	1	1	0	1	4
Proficient	0	1	5	9	0	15
Goal	0	1	4	31	9	45
Advanced	0	0	0	24	42	66
Total	7	3	10	64	52	136

Note: This report does not include ELL-Exempt students, or students that have invalid scores for one or both years.
Click the cell to drill down to the individual students' scores.

Reading/Language Arts District Assessments Administration Schedule 2011-2012

Grade 3-8	CMT	See Spring CMT Administration Memo										March 5 – March 30, 2012			
District—Assessment scores to be recorded in district database by teacher															
Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June				
K	DSA							Test admin: Apr 23-27 Score entry: Apr 23-May 4	✓						
	PAST	Test admin: Oct 3-7 Score entry: Oct 3-14	✓		Test admin: Jan 9-13 Score entry: Jan 9-20	*✓		Test admin: Apr 23-27 Score entry: Apr 23-May 4	*✓						
	*Subtests not yet mastered														
	DRA2				Test admin: Jan 9-13 Score entry: Jan 9-20	✓			Test admin: May 21-25 Score entry: May 21-Jun 1	✓					
1	DSA		Test admin: Nov 1-7 Score entry: Nov 7-18	✓				Test admin: Apr 23-27 Score entry: Apr 23-May 4	✓						
	*PAST	Test admin: Oct 3-7 Score entry: Oct 3-14	*✓			Test admin: Feb 13-17 Score entry: Feb 13-Mar 2	*✓		Test admin: May 21-25 Score entry: May 21-Jun 1	*✓					
	DRA2	N/BG				Test admin: Feb 13-17 Score entry: Feb 13-Mar 2	✓		Test admin: May 21-25 Score entry: May 21-Jun 1	✓					
	Prompt				Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓					

Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2	DSA	✓	Test admin: Sept 19-23 Score entry: Sept 19-30		✓	Test admin: Dec 5-9 Score entry: Dec 5-16			✓	Test admin: Apr 23-27 Score entry: Apr 23-May 4	
	DRA2	N/BG			Test admin: Jan 9-13 Score entry: Jan 9-20	✓			Test admin: May 21-25 Score entry: May 21-Jun 1	✓	
	Prompt	Test admin: Oct 3-7 Score entry: Oct 12-27	✓		Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓	
	DRP					During CMT window		✓			
3	DRA2	N/BG			Test admin: Jan 9-13 Score entry: Jan 9-20	✓			Test admin: May 21-25 Score entry: May 21-Jun 1	✓	
	Prompt	Test admin: Oct 3-7 Score entry: Oct 12-27	✓		Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓	
	DRP	✓	Test admin: Sept 19-23 Score entry: Sept 19-30								
	Prompt	Test admin: Oct 3-7 Score entry: Oct 12-27	✓		Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓	
4	DRP	✓	Test admin: Sept 19-23 Score entry: Sept 19-30								
	Comp Test		✓	Test admin: Oct 3-7 Score entry: Oct 12-27		✓	Test admin: Jan 9-13 Score entry: Jan 9-20		Test admin: May 21-25 Score entry: May 21-Jun 1	✓	

Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
5	Prompt	Test admin: Oct 3-7 Score entry: Oct 12-27	✓		Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓	
	Camp Test	✓	Test admin: Sept 19-23 Score entry: Sept 19-30		✓	Test admin: Dec 5-9 Score entry: Dec 5-16	✓	Test admin: Feb 13-17 Score entry: Feb 13-Mar 2	Test admin: May 21-25 Score entry: May 21-Jun 1	✓	
6	Prompt	Test admin: Oct 3-7 Score entry: Oct 12-27	✓		Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓	
	Camp Test	✓	Test admin: Sept 19-23 Score entry: Sept 19-30		✓	Test admin: Dec 5-9 Score entry: Dec 5-16	✓	Test admin: Feb 13-17 Score entry: Feb 13-Mar 2	Test admin: May 21-25 Score entry: May 21-Jun 1	✓	
7	Prompt	Test admin: Oct 3-7 Score entry: Oct 12-27	✓		Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓	
	Camp Test	✓	Test admin: Sept 19-23 Score entry: Sept 19-30		✓	Test admin: Dec 5-9 Score entry: Dec 5-16	✓	Test admin: Feb 13-17 Score entry: Feb 13-Mar 2	Test admin: May 21-25 Score entry: May 21-Jun 1	✓	
8	Prompt	Test admin: Oct 3-7 Score entry: Oct 12-27	✓		Test admin: Jan 23-27 Score entry: Jan 30-Feb 10	✓			Test admin: May 14-18 Score entry: May 21-Jun 8	✓	
	Camp Test	✓	Test admin: Sept 19-23 Score entry: Sept 19-30		✓	Test admin: Dec 5-9 Score entry: Dec 5-16	✓	Test admin: Feb 13-17 Score entry: Feb 13-Mar 2	Test admin: May 21-25 Score entry: May 21-Jun 1	✓	

Mathematics District Assessments 2011-2012

To measure student progress, differentiate instruction, and to make AYP:

- assessments will be administered on time according to directions to ensure results that are meaningful, valid, and reliable.
- assessment results will be used to evaluate, plan, and inform instruction.
- assessment results will be used in conjunction with other available information about students to make decisions about student programs, placement, and progress reports.

Stakeholder/Grade	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
State	CMT							✓			
Grades 3-8											
District—Assessment scores to be recorded in district database											
K	Kindergarten Cumulative Assessment			✓				✓			✓
1	Number Corner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	*Unit Post-Assessments		✓		✓	✓			✓		✓
2	Number Corner	✓	✓			✓		✓			✓
	*Unit Post-Assessments		✓	✓		✓		✓		✓	✓
3	Number Corner	✓	✓			✓		✓			✓
	*Unit Post-Assessments		✓	✓		✓	✓				
4	Number Corner	✓	✓			✓		✓	✓		✓
	*Unit Post-Assessments		✓	✓		✓		✓			✓
5	*Unit Post-Assessments	✓				✓	✓		✓		✓
6	**										
7	**										
8	**										

* Unit Post-Assessments are given upon completion of the unit. Times are approximate based on expected completion of unit.

** At this time there are no district assessments for grades 6-8 that are recorded in the district database. It is suggested that end of unit assessments be used. Discussion will need to take place with MMS math teachers.

	Test	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
District – The Math Computation Test is administered twice a year to all students and results are placed in the students' cumulative folder. These scores are not currently recorded in the district database.											
K	Revised Inventory of Basic Skills	✓		✓							
1	Math Intervention Assessment	✓				✓					✓
2	District Computation Test									✓	
3	District Computation Test				✓					✓	
4	District Computation Test				✓					✓	
5	District Computation Test				✓					✓	
6	District Computation Test				✓					✓	
7	District Computation Test				✓					✓	
8	District Computation Test				✓					✓	

SUMMARY/DISCUSSION

Introduction

This school year student achievement was evaluated with the Connecticut Mastery Test (grades 3, 4, 5, 6, 7, and 8). The Connecticut Mastery Test is a criterion-referenced instrument developed by the Connecticut State Department of Education for use by schools in this state. Administration of this test is mandated by state statute.

A criterion referenced test measures student performance against a specific standard of expected achievement (the criterion) and does not typically make provisions for comparing one group of students with another.

The value of a particular score largely depends on the extent to which there is an appropriate match between test items and local curriculum. Acknowledging that one of the objectives of testing is to evaluate our instructional effectiveness, then clearly the tests we use should measure objectives that are in our curriculum and that have been taught. For this reason the questions that one should ask when reviewing test results are: (1) to what extent do these results accurately measure the movement of our students through our established curriculum; (2) if there is not a "good" match between test and curriculum how can this be corrected; and (3) is the fact that national test items do not always match our curriculum cause for concern? Stated differently, are we confident that our local curriculum offerings are those that are best for our students, irrespective of what other states or other communities have chosen to teach?

In summary, the best tests are those that closely parallel the scope and sequence of the curriculum being taught. The selection or development of tests that provide for such a match should always be of primary concern when designing a testing program.

2010-2011 Results - Findings, Issues, and Actions

- Participation rates on grade level tests are high (98.7%).
- A substantial percentage of students achieved an advanced level score (26.2% - 53.9%).
- A low percentage of students achieved either a basic or below basic score (0% - 9.2%).
- Approximately two thirds (65.5%) of all students reached or exceeded the state goal on all tests (62.3% - grade 3) (63.4% - grade 4) (68.3% - grade 5) (62.4% - grade 6) (64.3% - grade 7) (72.1% - grade 8).
- District scores exceeded the state average in each grade and in each area tested.
- Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
- Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
- The Mansfield Public Schools K-8 program continues to produce a high percentage of students who meet or exceed Connecticut Mastery Test proficiency standards (90.4%) as grade eight students.
- Results for grade eight students who have taken the Connecticut Mastery Test- Fourth Generation at four grade levels indicate that 106 students 72.1% achieved at or above the state goal in all four areas, Mathematics, Reading, Science, and Writing.
- Connecticut Mastery Test scores in grades three, four, five, six, seven, and eight indicate that, although the number of students in need of intervention is relatively low, there are a number of students who have not yet reached the state goal.
- Efforts at remedial assistance will be focused on improving individual student achievement levels over time.
- Mathematics objectives have been revised to include objectives listed in the Connecticut Standards and the fourth generation of the Connecticut Mastery Test. The text series in grades five through eight is being supplemented by additional resources to address computation. Year Four implementation of the *Bridges in Mathematics* Program in grades K-5 has begun.
- The Mansfield Public Schools Literacy Plan continues to focus on addressing the needs of students K-3 who are not progressing at an appropriate pace in Reading. We will continue to implement both remedial reading instruction as well as Success with Early Intervention Techniques (S.W.E.I.T.) instruction to assist students. In addition, through a targeted summer school program, we will provide additional intervention instruction. We are currently in year eleven of a reading series implementation.

- Orientation sessions for newly hired classroom teachers will be held prior to the start of the school year to insure that staff is familiar with the test they will administer in the spring as well as objectives to be taught during the school year to ensure future student success.
- Orientation sessions and printed resources for all staff will be reviewed during the 2011-2012 school year in preparation for spring 2012 administration of the Connecticut Mastery Test – Fourth Generation.
- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests.
- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.
- District Language Arts and Mathematics Consultants and Building-based Literacy Coaches will provide support and assistance to individual classroom teachers and support services teachers to provide enhanced instructional strategies designed to meet individual student needs, as well as assisting the district in the review and purchase of instructional materials and providing timely professional development for teachers.
- Science teachers will review fourth year results in grades five and eight and focus instruction to address identified areas.
- Principals will meet with grade level teams to review Tier I, II, and III student progress and adjust support and intervention strategies and programs as needed.

The following issues and actions have been identified by teaching and administrative staff and will be addressed as outlined:

ISSUES	ACTIONS TO BE TAKEN
1) Implementation of a Language Arts Management Plan	The Language Arts teachers will continue to implement a revised Language Arts Curriculum during the 2011-2012 school year.
	K-6 District staff will implement the anthology, Houghton Mifflin, <i>Reading, A Legacy of Literacy</i> (year 11), to support reading as well as writing and spelling in selected grades. The district will review and revise the Literacy Plan to enhance reading opportunities and instruction for all students.
	Administrators and the Language Arts/Reading Consultant will continue to work with current staff members to enhance the writing program, define instructional reading levels at each grade, and provide workshops for all new staff.
	Language Arts Council members and administrators will continue to work with staff to develop formative and summative assessment tools which measure performance in the area of writing, reading, and spelling.
	Administrators will continue to provide professional development training based on staff need.
2) Implementation of <i>Bridges in Mathematics</i> K-5	K-5 mathematics teachers will implement the <i>Bridges in Mathematics</i> year four plan.
	Mathematics consultant and trained teacher leaders will provide support for K-5 during year four implementation.
3) Review of individual student results:	Principals, classroom teachers, and support services personnel will review individual student results, implementing a Tier I, II, III protocol.
	Remedial assistance will be planned for and provided as needed.
	Students will be monitored and tested to assess progress.
4) Grade level building results:	Grade level teachers, building coaches, district consultants, building principals, and the superintendent will review grade level results and propose strategies to enhance student performance as needed.
5) Curriculum alignment:	Appropriate curriculum councils will review Connecticut Mastery Test - Fourth Generation results, as well as align to Common Core State Standards (CCSS) and recommend test or curriculum adjustments as necessary.
	Language Arts and Mathematics curriculum guides will acknowledge and denote Connecticut Mastery Test - Fourth Generation objectives with alignment to the Common Core State Standards (CCSS) at appropriate grade levels.
	Appropriate staff will investigate districts that have shown consistently positive results at particular grade levels.
	Science teachers will review and revise our current program based on an outside evaluation and will prepare changes to the K-8 scope and sequence in order to prepare for the CMT science test administered in grades five and eight.

<u>ISSUES</u>	<u>ACTIONS TO BE TAKEN</u>
6) Staff development:	<p>A significant amount of professional development time will be devoted to implementing the <i>Bridges in Mathematics</i> program to include unit pacing and assessments.</p> <p>As veteran staff teaching mathematics and language arts retire, it is important that the district orient and support new staff, providing a clear initial structure for curriculum, instruction, and assessment.</p> <p>Additional opportunities for staff training in instructional techniques related to mathematics, writing, reading, and spelling will be provided to enhance teachers' ability to work with students requiring remedial assistance.</p> <p>Staff will be encouraged to attend State of Connecticut, Department of Education TEAM training which has a strong emphasis on the teaching and learning process.</p> <p>Technology applications will be explored for their benefits in enhancing student proficiency and achievement in all areas currently tested.</p> <p>Literacy coaches will support and sustain training to all kindergarten, grade one, two, and three teachers regarding Literacy How strategies.</p>
6) Connecticut Mastery Test – Fourth Generation	<p>Staff will again review changes in the fourth generation of the Connecticut Mastery Test to include: student objectives, testing format, guidelines for testing students, and score report changes with particular attention to the students with disabilities subgroup.</p>
7) Sub-Group Results	<p>The district will continue to review various sub-groups of students to determine if any particular group of students is in need of specific interventions.</p>
8) Additional Support	<p>The district will review current support and interventions available to our students in both Language Arts and Mathematics. We will explore the possibility of extended day, weekend, and summer programming options, including online programs for students in need of additional support.</p> <p>A full day kindergarten program for all students will be implemented at each elementary school (Year 7).</p> <p>Additional days of summer school instruction for identified students will be implemented to the extent possible.</p> <p>Study Island will be made available to all grade three and four students to provide practice in reading and mathematics (Year 3).</p>

Mansfield School District Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

This district is identified as In Need of Improvement; Year Improvement = 2

Based on 2011 Connecticut Mastery Test (CMT) results and the 2011 Connecticut Academic Performance Test (CAPT)

The tables below show this district's performance on the AYP indicators. A district fails AYP if there is a "No" under the AYP Target Met column for BOTH the CMT and the CAPT. Only students who were enrolled in this district the full academic year were included in these calculations.

Connecticut Mastery Test (CMT) Results (Grades 3 through 8)

Subgroup	Participation Rate** (95% participation needed)						% At or Above Proficient									
	Mathematics			Reading			Mathematics (91% proficient needed)					Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Ayp Target Met?	Unadjusted	Confidence Interval
Whole District	853	99.5	99.8	99.8	Yes	845	99.4	99.7	99.7	Yes	93.2	3.0	96.2	Yes	86.9	4.1
American Indian or Alaska Native	4					4										
Asian	81	100.0	100.0	99.6	Yes	75	100.0	100.0	100.0	Yes	100.0	2.2	100.0	Yes	94.6	6.8
Black or African American	28					28										
Hispanic/Latino	64	98.4	99.2	98.8	Yes	64	100.0	100.0	100.0	Yes	90.5	8.9	99.4	Yes	76.6	12.7
White	661	99.5	99.8	99.9	Yes	659	99.2	99.6	99.7	Yes	93.4	3.1	96.6	Yes	88.6	4.2
Native Hawaiian or Other Pacific Islander	0					0										
More than one race	15					15										
English Language Learners	18					10										
Students with Disabilities	122	98.4	99.2	99.2	Yes	122	98.4	99.2	99.5	Yes	65.0	10.2	75.3	No	52.8	10.9
Economically Disadvantaged	194	100.0	100.0	99.8	Yes	191	99.5	99.7	99.8	Yes	85.8	6.3	92.1	Yes	72.5	8.2
Additional Academic Indicator: Writing	AYP Target Met?															
	Yes															

Legend:

Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

Mansfield School District

Dorothy C. Goodwin School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Mansfield School District

Dorothy C. Goodwin School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)			Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	68	100.0	100.0	100.0	Yes	67	100.0	100.0	100.0	Yes	92.3	8.2	100.0	Yes	87.7	10.1	97.7	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	9	-	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	6	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-	-	-
White	52	100.0	100.0	100.0	Yes	52	100.0	100.0	100.0	Yes	92.2	9.2	100.0	Yes	86.3	11.7	98.0	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	10	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	16	-	-	-	-	16	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?			Yes				

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Mansfield School District
Dorothy C. Goodwin School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

Southeast Elementary School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT-2)

Mansfield School District

Southeast Elementary School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)			Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School	95	100.0	100.0	100.0	Yes	92	100.0	100.0	100.0	Yes	93.3	6.7	100.0	Yes	83.3	9.7	93.1	Yes
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian	5	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	12	-	-	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-
White	64	100.0	100.0	100.0	Yes	62	100.0	100.0	100.0	Yes	91.9	8.5	100.0	Yes	82.3	11.8	94.0	Yes
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
More than one race	10	-	-	-	-	10	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	4	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	13	-	-	-	-	13	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	-	-	-	-	22	-	-	-	-	-	-	-	-	-	-	-	-
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?			Yes				

Legend:
- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Mansfield School District
Southeast Elementary School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

Annie E. Vinton School Final Adequate Yearly Progress Status, 2010-11 School Year: Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Mansfield School District

Annie E. Vinton School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient								
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)				
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole School	103	100.0	100.0	100.0	Yes	103	100.0	100.0	100.0	Yes	94.1	6.1	100.0	Yes	83.3	9.2	92.5	Yes	
American Indian or Alaska Native	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	9	-	-	-	-	9	-	-	-	-	-	-	-	-	-	-	-	-	
Black or African American	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic/Latino	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	
White	90	100.0	100.0	100.0	Yes	90	100.0	100.0	100.0	Yes	93.3	6.7	100.0	Yes	83.3	9.7	93.1	Yes	
Native Hawaiian or Other Pacific Islander	0	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	
More than one race	3	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	
English Language Learners	2	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	
Students with Disabilities	7	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-	
Economically Disadvantaged	21	-	-	-	-	21	-	-	-	-	-	-	-	-	-	-	-	-	
Additional Academic Indicator: Writing (70% At or Above Basic)																			
											AYP Target Met?								Yes

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Mansfield School District
Annie E. Vinton School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

Mansfield Middle School School Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

Based on 2011 Connecticut Mastery Test (CMT)

Mansfield School District

Mansfield Middle School School

The table below shows this school's performance on the AYP indicators. A "No" under the AYP Target Met column indicates an area in which the AYP criteria was not met. Only students who were enrolled in this school for the full academic year were included in these calculations.

Subgroup *	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	Ayp Target Met?
Whole School	583	99.3	99.7	99.7	Yes	579	99.1	99.6	99.6	Yes	93.7	3.0	96.7	Yes	88.8	4.2	93.0	Yes
American Indian or Alaska Native	4		-			4			-							-		
Asian	58	100.0	100.0	99.4	Yes	54	100.0	100.0	100.0	Yes	100.0	1.9	100.0	Yes	94.4	7.8	100.0	Yes
Black or African American	22		-			22			-							-		
Hispanic/Latino	46	97.8	98.9	99.3	Yes	46	100.0	100.0	100.0	Yes	88.9	11.1	100.0	Yes	73.9	15.3	89.3	Yes
White	452	99.3	99.7	99.8	Yes	452	98.9	99.4	99.5	Yes	94.2	3.2	97.4	Yes	91.2	4.3	95.5	Yes
Native Hawaiian or Other Pacific Islander	0		-			0			-							-		
More than one race	1		-			1			-							-		
English Language Learners	10		-			6			-							-		
Students with Disabilities	88	97.7	98.9	99.3	Yes	88	97.7	98.9	99.3	Yes	65.2	11.9	77.1	No	57.3	12.5	69.8	No
Economically Disadvantaged	134	100.0	100.0	100.0	Yes	131	99.2	99.6	99.8	Yes	86.3	7.3	93.5	Yes	73.8	9.4	83.3	No
Additional Academic Indicator: Writing (70% At or Above Basic)											AYP Target Met?				Yes			

Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

* It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

** For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2011, 2010, and 2009 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Mansfield School District
Mansfield Middle School School

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.

Understanding NCLB Status Identification Timeline for Title I Districts

Not Making AYP in the same subject	In Need of Improvement Status	Phase	Consequence(s)
First Year	Not Applicable	Not Applicable	Not Applicable
Second Year	In Need of Improvement Year 1	First Year of District Improvement	<ul style="list-style-type: none"> • District Improvement Plan • Parent/guardian Notification
Third Year	In Need of Improvement Year 2	Second Year of District Improvement	<ul style="list-style-type: none"> • District Improvement Plan • Parent/guardian Notification
Fourth Year and Beyond	In Need of Improvement Year 3 and Beyond	Corrective Action	<ul style="list-style-type: none"> • District Improvement Plan • Parent/guardian Notification • Corrective Action Measures

Note: If a district makes adequate yearly progress (AYP) after being identified as “in need of improvement” a “delay” occurs, that means that the district does not advance to or incur the consequences of the next phase. Instead, the district “retains its current district improvement status and continues implementing all the requirements associated with that status.” In the following school year, if the district again makes AYP, the district is no longer identified as “in need of improvement”. If, however, the district does not make AYP in the following year the district moves to the next consecutive phase of the district improvement status and is subject to the applicable consequences.

Information and Guidance

Districts receiving Title I Funds and Identified as “In Need of Improvement” – Year 2

Section I District Responsibilities

All districts who receive Title I funds and are in their second year of “in need of improvement” are required to:

- continue to revise and implement the district plan in consultation with parents/guardians, school staff and others, within 3 months of identification;
- notify parents/guardians; and
- reserve not less than 10 percent of its Title I Part A funds for high quality professional development for instructional staff that is specifically designed to improve classroom teaching and continue to reserve and use these funds for this purpose during each fiscal year it is identified for improvement.